

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	October 1, 2014, to August 31, 2016	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TECHNOLOGY GRANTS MAY 12 PM 12:11 TEAS EDUCATION AGENCY </div>
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Rochelle Independent School District	County-District # 160-904	Campus name/# Rochelle School 160-904-001	Amendment #
Vendor ID # 74-1801899	ESC Region # 15	US Congressional District # 11	DUNS # 033468489
Mailing address PO Box 167		City Rochelle	State TX
		ZIP Code 76872	

Primary Contact

First name Steve	M.I. 	Last name Butler	Title Superintendent
Telephone # 325-243-5224	Email address sbutler@rochelleisd.net		FAX # 325-243-5216

Secondary Contact

First name Jym	M.I. 	Last name Dennis	Title Principal
Telephone # 325-243-5224	Email address jdennis@rochelleisd.net		FAX # 325-243-5216

Part 2: Certification and Incorporation

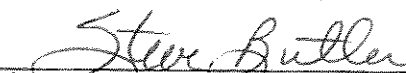
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Steve	M.I. 	Last name Butler	Title Superintendent
Telephone # 325-243-5224	Email address sbutler@rochelleisd.net		FAX # 325-243-5224

Signature (blue ink preferred)

Date signed



5-8-13

Only the legally responsible party may sign this application.

701-14-107-112

Schedule #1—General Information (cont.)

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview of Home Lending Program Rochelle ISD, a small, rural district, with large percentages of economically disadvantaged students who have limited access to technology in the classroom and at home. This project will directly benefit 6th –12th grade students and teachers. Though ALL 6th -12th students will participate in the project, students in subgroups such as economically disadvantaged, at-risk, highly mobile, and those with learning disabilities will be tracked throughout the project period to ensure their access to lending equipment for home use as well as improvement on state assessments and technology literacy. *The goal of this project is to expand the small-scale technology lending program that is in place in grades 6-12 to ensure that all students, including economically disadvantaged students and students with disabilities have dedicated access to a personal technology device in an effort to improve academic achievement in math and science and proficiency on the Technology TEKS.* Rochelle ISD firmly believes "success is a journey, not a destination" and this technology lending program is an integral part of each students' own journey to academic success.

Budget The Technology Team (Team) developed a comprehensive budget in the amount of \$98,540. Laptops will be purchased for the 6th –12th grade lending program for students to have on-demand, 24/7 access to online math and science digital instructional materials that are aligned with TEKS and STAAR for: 1) differentiated instruction for the diverse learners, as some students need academic acceleration or remediation on a daily basis; 2) engaging in project-based learning; 3) build technology literacy and 4) and develop a solid foundation in the core curriculum areas of math and science in order to reach challenging academic standards. In addition to purchasing laptops, RISD will purchase wireless routers and an AT&T data plan so the students can use the laptops at home for on-demand, anytime, anywhere extended learning where the students participate in enrichment activities at home.

Demographics Geographically, Rochelle ISD is located near the center of the state of Texas in the small, rural, unincorporated community of Rochelle. RISD consists of one campus, Rochelle School, a Title 1 Campus, which serves approximately 182 students in grades Prek-12. Ethnically, 81% of the students enrolled are White and 15% are Hispanic. Financially, RISD operates with VERY limited financial resources. A large portion of the school district revenue comes from property taxes and most property in Rochelle is agricultural exempt. As a result, the property value is reduced and fewer tax dollars are collected by the school district. The district also receives limited Title II Part D funding for technology and must allocate this money to equipment repairs and upgrades. Few dollars are available for new technology or software purchases **THUS SEVERELY LIMITING STUDENTS' ACCESS TO TECHNOLOGY.** Academically, the students have many challenges to overcome as an overwhelming 63.7% are economically disadvantaged, 42.3% are identified as at-risk and 16% are highly mobile. These economically disadvantaged, at-risk and highly-mobile students are low performers on state assessment tests when you compare their scores to the general population. Furthermore, so many students come from economically disadvantaged homes and as a result 25% of the 6th—12th grade students do not have a home computer **OR ACCESS TO ANY SORT OF TECHNOLOGY AT HOME OTHER THAN CELLULAR PHONES.**

Needs Assessment Process Developing this technology lending project involved the Team conducting a comprehensive needs assessment. They reviewed K-12 student data, the district and campus technology infrastructure, and professional development data. They used the data to identify strengths and weakness, pinpoint specific needs and prioritize subject areas and grade levels as well as develop the project goals, activities and budget.

Management Plan This technology lending project has a well thought-out management plan. The Superintendent will have final oversight and decision-making over the program. He will meet with the principal, technology director and business manager on a regular basis to ensure the project is being implemented on-time, within budget and according to fidelity. The Campus Principal will serve as the Project Manager and will conduct classroom observations and review lesson plans to ensure teachers are integrating the laptops, online curriculum and resources, and the Internet into the instructional process. The Technology Director will purchase laptops, the data plan, and insurance. He will organize the "6th—12th Grade "Laptop Roll Out." He will ensure all digital instructional materials are accessible at school and through the loaned laptops. He will ensure the laptops are interoperable with other technology components in the classroom and throughout the school campus, and will ensure students have Internet access while at home. He will manage the local

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

WiFi network, be responsible for maintaining and accounting for all equipment, and provide the teachers and students with ongoing technical and pedagogical support. The Business Manager will be responsible for the financial management of the grant and will maintain all financial records according to local and TEA guidelines. The Technology Team (district and campus administrators, teachers, parents, community members) will conduct the project evaluation.

Evaluation The Technology Team will collect qualitative and quantitative data to determine the extent to which the activities of the project are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the lending project is having on the program participants. Based upon the data, they will make recommendations to the RISD lending project.

Statutory Requirements Throughout the application Rochelle addresses the 2 statutory requirements.

Requirement 1: how applicant will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Specifically, RISD will use grant funds to purchase laptops to expand the existing 6th–12th grade technology lending program. The laptops will be checked-out daily through the library for home use to access the Internet and electronic instructional materials so students can engage in project-based and enrichment learning in math and science.

Requirement 2: Use of Instructional Materials Allotment (IMA) and other funding sources to ensure students have dedicated access to a technology device. Specifically, Rochelle used Title 1 funds to purchase 40 laptops to implement a small-scale lending program for grades 6-12. Rochelle will use the 2014-16 TLP grant to purchase 60 additional laptops so 6th–12th graders have dedicated access to a technology device. Rochelle uses IMA funds to purchase digital electronic instructional materials. Other funding sources for technology include REAP funds, E-Rate, local tax revenues, Texas Technology Allotment, REAP Funds, Title II, Part A; and Title II, Part D funds, compensatory funds and state grant funds.

TEA Requirements Rochelle will adhere to the 11 TEA requirements (further noted in **bold**) specifically, the **goal** of the project is *to expand the small-scale technology lending program that is in place in grades 6-12 in an effort to improve academic achievement in math and science and proficiency on the Technology TEKS with priority focused on 6th–12th grade in the core curriculum areas of math and science.* The use of the laptops and lending program will **align** with the online curriculum, the technology-driven instruction, and a 21st century classroom management. The students will use the laptops to access core and supplemental curriculum **electronic instructional materials**. The teachers have participated in technology-based **professional development** related to the use of Internet and electronic instructional materials. Though the professional development has occurred teachers continue to participate in research-based professional development programs like Project Share using non-grant funds. The campus has a robust **technology infrastructure** including a local area network with Cat 5 wiring, hubs, switches and routers and a direct connection to Internet. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). The laptops will come equipped with WiFi and 3G/4G **Internet Access** so students can have on-demand access while at home. The Technology Director will provide ongoing **tech support** to both the teachers and students. He will teach them how to use the device, will troubleshoot, and keep the laptops in proper working condition with up-to-date operating software and to ensure students do not visit inappropriate websites. The librarian will be responsible for **checking-out and checking-in the laptops**. The Technology Director will adhere to district policies to **account for the technology**. Finally, students and their parents/guardian must sign a Technology Lending Agreement, which also must verify that students receiving Internet Access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications TEKS. It's important to note that Rochelle is **committed** to a technology lending program now and in the future. Through federal, state and local funding, Rochelle ISD will continue to expand the technology lending program into other grades. **Grant-Specific Criteria** This project meets the following grant-specific criteria: One or more campuses (Rochelle School) has an established technology lending program (4 pts) and one or more campuses (Rochelle School) is using electronic instructional materials in more than one foundation curriculum subject area (math and science) (2 pts).

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 160-904	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32	
Grant period: October 1, 2014, to August 31, 2016	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$20,000	\$0	\$20,000
Schedule #9	Supplies and Materials (6300)	6300	\$7,200	\$0	\$7,200
Schedule #10	Other Operating Costs (6400)	6400	\$7,200	\$0	\$7,200
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$64,140	\$0	\$64,140
Total direct costs:			\$98,540	\$0	\$98,540
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$98,540	\$0	\$98,540

Administrative Cost Calculation

Enter the total grant amount requested:	\$98,540
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	\$14,781
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:	\$
	<input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other:	
	<input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other:	
	<input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other:	
	<input type="checkbox"/> Building use <input type="checkbox"/> Other:	
	<input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other:	
	<input type="checkbox"/> Telephone <input type="checkbox"/> Other:	
	<input type="checkbox"/> Administrative <input type="checkbox"/> Other:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Internet Access (modem, DSL, WiFi, 3G/4G)		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: For students who do not have Internet at home		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$
	Contractor's supplies and materials	\$20,000
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$20,000

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 160-904

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 160-904		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$0	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$0	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$20,000	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	
(Sum of lines a, b, c, and d) Grand total		\$20,000	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 160-904					Amendment number (for amendments only):	
Expense Item Description						
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted
	<input type="checkbox"/> Print shop fees	<input type="checkbox"/> Technology-related supplies			\$	
	<input type="checkbox"/> Postage	<input type="checkbox"/> Other:				
	<input type="checkbox"/> Copy paper	<input type="checkbox"/> Other:				
Technology Hardware—Not Capitalized						
6399	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
	1	Mobile Hotspots	For students who do not have Internet access at home to use	30	\$20	\$600 \$6,600
	2	Charging Carts	Charge laptops when not in use	3	\$2,200	
	3				\$	
	4				\$	
	5				\$	
6399	Technology software—Not capitalized					\$
6399	Supplies and materials associated with advisory council or committee					\$
Subtotal supplies and materials requiring specific approval:						\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$
Grand total:						\$7,200

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 160-904		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$7,200
Grand total:			\$7,200

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 160-904

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2	Laptops with carrying case, WiFi access and accidental damage service included in the price	60	\$1,069	\$64,140
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$
Grand total:				\$64,140

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 106 students in grades 6th -- 12th

Category	Number	Percentage	Category	Percentage
African American	0	0%	Attendance rate	97%
Hispanic	16	15.4%	Annual dropout rate (Gr 9-12)	0%
White	86	81.3%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	48%
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	8%
Economically disadvantaged	66	63.7%	Students taking the ACT and/or SAT	76%
Limited English proficient (LEP)	0	0%	Average SAT score (number value, not a percentage)	Data Not Available
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	19.9

Comments

Rochelle School is identified as Title 1 Schoolwide

Rochelle School is rated Academically Acceptable Campus in 2011 based upon the TEA Academic Excellence Indicator System (AEIS) Report

Of the 6th – 12th grade students:

- 42.3% of students are identified as at-risk
- 16.3% of students are highly-mobile
- Math TAKS and STAAR passing rates range from 55% to 72%
- Science TAKS and STAAR passing rates range from 56% to 59%
- Campus does not have the appropriate numbers of handheld devices (laptops) in place to lend to all students for home use
- Not all students have a computer or handheld device at home
- Not all students have access to the Internet at home
- Not all students meet the technology proficiencies as measured by the Technology TEKS
- Campus is Developing in the areas of Teaching and Learning and in Educator Preparation according to the Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								8	15	15	16	22	17	13	106
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:								8	15	15	16	22	17	13	106

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Schedule #13—Needs Assessment

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Team took the lead in conducting a thorough needs assessment as part of planning for the RISD lending project. They reviewed K-12 student data, the district and campus technology infrastructure, and professional development data. They used the data to pinpoint strengths and weakness, identify specific needs as well as prioritize campuses, subject areas and grade levels. The needs assessment process was also used to develop the project goals, activities and budget.

In evaluating K-12 student demographics and student academic performance using the 2011-12 Academic Excellence Indicator System (AEIS) Report from the TEA website, along with Technology Skills data and home Internet Access data, the Team identified glaring discrepancies that exist, such as:

- 6th – 12th graders have a large percentage of economically disadvantaged students, at-risk students, highly-mobile students, and students with learning disabilities
- 6th –12th graders have low passing rates on both math and science state assessments
- Not all of the 6th -12th graders are proficient in the Technology Applications TEKS.
- The largest concentration of students without home Internet is students in grades 6-12.

In evaluating the professional development, the Team noted that all K-12 teachers have participated in professional development activities through Region 15 ESC that support teachers' knowledge, skills and capacity to fully integrate advanced technologies into curricula and instruction and use those technologies on a daily basis to 1) create new learning environments, 2) access and retrieve Internet-based learning resources to develop curricula and instructional materials; 3) teach effectively in the online environment; and 4) lead to improvements in the classroom instruction in the core academic subjects that effectively prepare students to meet challenging State academic content standards including increasing student technology literacy and student academic standards.

In further evaluating 6th –12th grade TAKS and STAAR data, the TLT determined that the passing rates in math and science are very low in grades 6-12 as only 55%--60% of the students "Met Standards." Next, the TLT researched the current literature and found compelling research stating that high school is a critical point in a young person's life and high school graduation launches the journey of pursuing higher education goals and future career paths, determining the course his or her life will take. If an interest for STEM-related curricula has not materialized by the time a student completes high school, the odds are high that they never will. Tomorrow's workforce will be dominated by STEM occupations- employment in science and math occupations will grow 70 percent faster than the overall growth for all occupations. (Bureau of Labor Statistics, 2012).

Though technology is limited in 6th --12th grade, the Team determined that technology in place within the campus and a current lending program exists. The first-ever lending program was established in when the district used federal Title 1 funds to purchase 40 laptops for 6-12th graders to use at school and at home through the lending program. The campus has a robust technology infrastructure including a local area network with Cat 5 wiring, hubs, switches and routers and a direct connection to the Internet. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). Digital instructional materials have been adopted by the Rochelle ISD Board of Trustees for all of the core courses. Because only 40 laptops are available for 6th –12th grade lending program there is a need to purchase additional laptops so all students can take home a laptop, especially since 63.7% of the students are economically disadvantaged; 42.3% of students are identified as at-risk; and 16.3% of students are highly-mobile.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Need to expand the small-scale laptop lending program in 6 th –12 th grade to ensure equitable access to technology at home among the 63% economically disadvantaged students; 42% at-risk; and 16% highly mobile students.	Technology Lending Program (TLP) grant will provide RISD with the financial resources to purchase laptops as part of a home-lending program for 6th–12th grade students to improve students' academic achievement in math and science and technology literacy as measured by assessments
2.	Need for laptops, as part of the lending program, to access to the Internet while at students' home	TLP funds will purchase laptops with access to the Internet so 6th–12th grade students can check-out a laptop for on-demand access to the Internet while at home.
3.	Need for curriculum and instruction to be redesigned to incorporate online instructional materials	The laptops will access recently adopted math and science online instructional materials so <ol style="list-style-type: none"> 1) students can reinforce the math and science skills they learned during the school day; 2) students can engage in project based and enrichment learning activities
4.	Need to expand the small-scale lending program in 6 th –12 th grade to implement project-based and enrichment learning activities in math and science in an effort to improve academic achievement as measured by STAAR and EOC assessments	Using TEKS aligned online core and supplemental instructional materials in the areas of math and science along with laptops will improve student achievement among all students including those in subgroups (economically disadvantaged, at-risk, with learning disabilities, and highly mobile) in the core content areas of math and science as measured by benchmark and state assessments.
5.	Need to expand the small-scale lending program in 6 th –12 th grade in an effort to improve proficiency on the Technology TEKS.	Laptops combined with TEKS aligned technology-based curriculum will allow for: <ol style="list-style-type: none"> 1) greater levels of student interest, inquiry, analysis, collaboration, creativity, and content production; and 2) students' demonstrating proficiency on the Technology Applications TEKS.

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Schedule #14—Management Plan

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District-Level Coordinator	Superintendent, Steve Butler, is a highly-educated and well-qualified leader who brings 25 years of educational experience to the project. He was a classroom teacher for 13 years; a Principal for 2 years; and has served as a Superintendent for the past 10 years. Mr. Butler's credentials include a Bachelor's Degree and Masters of Education in Administration. He possesses a Mid-Management and Superintendent Certificate.
2.	Project Director	Principal, Jym Dennis, brings a wealth of classroom knowledge as an experienced campus administrator to the project. He has been the Principal for 5 years and prior to that was a classroom teacher for 8 years. He has a Bachelor's Degree, a Master's in Education Administration with certifications in Secondary History & PE, Mid-Management and Superintendency.
3.	Technology Director	Technology Director, Dennis Snedegar, has served as the Technology Director at Rochelle ISD for the past few years. He successfully manages all aspects of the network and supports the teachers and students' use of technology.
4.	Business Manager	Business Manager, Anna Wolf, has successfully managed numerous Federal and State grants with fidelity. This project will be no different.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Project Management	1. Spend 50% of grant funds	10/01/2014	02/01/2015
		2. Spend 100% of grant funds	10/01/2014	08/31/2015
		3. Provide RISD School Board with grant related reports	10/01/2014	08/31/2016
		4. File budget amendments and reports with TEA	10/01/2014	08/31/2016
2.	Laptop Implementation	1. Order 60 student laptops with WiFi capabilities, 3G/4G data plan and wireless routers	10/01/2014	10/31/2014
		2. Laptop Rollout meeting with parents	11/01/2014	11/15/2014
		3. Student use laptops to access core and supplemental digital instructional materials and the Internet	11/16/2014	08/31/2016
3.	Extended Learning Opportunities	1. Students checkout laptops from the library for on-demand home use to access core and supplemental digital instructional materials and the Internet	11/16/2014	08/31/2016
4.	Evaluation	1. Number and % of students who checked out Laptops	10/01/2014	08/31/2016
		2. Number and % of economically disadvantaged students and students with learning disabilities participating in the lending program	10/01/2014	08/31/2016
		3. Number and % of economically disadvantaged students who had access to the Internet at home	10/01/2014	08/31/2016
		4. 1:1 ratio of Laptops to students	10/01/2014	08/31/2016
		5. Number and names of courses using digital content		
		6. Titles of digital materials used within courses as part of the technology lending program.	10/01/2014	08/31/2016
		7. Number and % of teachers who leveraged electronic instructional materials	10/01/2014	08/31/2016
		8. Number and % of participating students who are proficient on the Technology Applications (TEKS) for their grade level	10/01/2014	08/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the

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grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Team will meet monthly to determine the extent to which the lending program activities are being implemented as planned; how effective the activities are in meeting the stated goals and objectives; and what impact the project is having on the 6th–12th grade participants. As part of the evaluation process, the Team will continuously:

- 1) Solicit feedback.
- 2) Monitor the extent to which activities of the project were implemented as planned.
- 3) Assess the effectiveness of the activities in achieving the goals and objectives of the project and in meeting performance measurements.
- 4) Monitor and assess the impact of the project activities on all participants.
- 5) Extent to which the performance targets were met.
- 6) Provide ongoing monitoring which leads to reflective thinking, program change and continuous improvement.

No policy or procedure is a sacred cow at Rochelle ISD. All policies and procedures have been initially reviewed and will continue to be reviewed to ensure successful implementation of the 6th–12th grade lending project. All can and will be changed based upon the findings of student data. The Team will make adjustments to the program activities, curriculum, instruction, assessments, facilities, technology, professional development, budgeting and parent involvement as needed based on student data. All changes made at Team meetings will be communicated to the teachers at monthly campus meetings. At these campus meetings, the administrators will articulate clear expectations, roles and responsibilities and keep all teachers informed of all grant timelines and activities and will solicit comments, suggestions and feedback from the teachers to ensure continuous improvement in the operation of the project. In addition to face-to-face meetings, administrators will also communicate with teachers online through emails and the RISD website. Students and their parents will also have an opportunity to provide comments, suggestions and feedback regarding the project activities at school-sponsored meetings or through email correspondence with administrators. *It is the ongoing support of the teachers, students and parents that will ensure the technology lending program initiative at Rochelle School is a success and can be replicated among other small, rural districts serving large percentages of economically disadvantaged students, at-risk, highly-mobile students and students with learning disabilities.*

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD has successfully coordinated local, state, and federal funds to establish a technology lending program that continues to exist today. Using federal and local funds, a robust technology infrastructure was put in place. Following that, the first-ever lending program was established using federal Title 1 funds in which 40 laptops were purchased for 6th–12th graders to use at school and at home. Because Rochelle has successfully coordinated and maximized funds in the past, this project will be no different. For this project, the district uses Instructional Materials Allotment funds to put in place online digital materials and is proposing to use the 2014-16 Technology Lending Program grant to expand the 6–12th grade lending program. RISD takes great pride in coordinating state and federally funded programs to maximize funds and provide as many successful programs and services as possible. Furthermore, the coordination of these funds will enable RISD to implement the lending grant activities in a timely manner, and in a process that will be most beneficial to the students. Rochelle ISD has other resources such as technology, district website, computer labs, video conference capabilities, and the campus meets all the accessibility requirements for children and families with special needs. The Superintendent and Board of Trustees are committed to this project now and in the future and will allocate funding and resources to upgrade technology, educational tools, and materials to keep pace with the educational changes, technological changes, as well as parent and community expectations. They will also allocate funding for curriculum, instruction, technology, professional development special programs, student support programs, and supplemental educational programs. They can do this because they have a history of successfully implementing a variety of programs and services.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Document implementation timelines -- Technology Director's Report	1.	Laptops ordered and available for check-out
		2.	Home Internet access available on all laptops
		3.	Online digital core curriculum accessible through laptops
2.	Document budget expenditures -- Financial reports	1.	Spend 50% of grant funds by 02/01/2015
		2.	Spend 100% of grant funds by 08/31/2015
3.	Evaluate student academic data	1.	Improve performance on STAAR math and science by 10%
		2.	Improve performance on math and science EOC's by 10%
		3.	
		4.	Increase the number of students who are proficient on the Technology Applications TEKS by 10%
4.	Evaluate student use of Laptops -- Classroom observations; -- Laptop checkout logs;	1.	100% of laptops used daily at school by 6th –12th graders
		2.	100% of 6th –12th grade students checkout a laptops for home use
		3.	Meet 1:1 student/laptop ratio in 6th –12th grade
		4.	Move from Developing Tech to Advanced Tech on the Campus STaR chart

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Team will develop a qualitative and quantitative data-gathering process for precise measurement. Data will be collected throughout the project period and will include:

- 1) Number and percent of students (by grade level) who checked out the laptops
- 2) Number and percent of economically disadvantaged students and students with learning disabilities participating in the technology lending program
- 3) Number and percent of economically disadvantaged students who had access to the Internet while at home
- 4) 1:1 ratio of technology devices to students
- 5) Number and names of courses using digital content
- 6) Titles of digital materials used within courses as part of the technology lending program grant
- 7) Number and percent of teachers who leveraged electronic instructional materials to students as a result of the technology lending program
- 8) Number and percent of participating students who demonstrate proficiency on the Technology Applications Texas Essential Knowledge and Skills (TEKS) for their grade level at the beginning and end of each year of the grant period.

Rochelle agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. Rochelle will develop appropriate systems and processes to collect and report the required data.

Implementing a technology lending program means that from time-to-time, policy issues may arise that needs Increase the number of students who are proficient on the Technology Applications TEKS by 10% to be addressed. Possible issues will include but will not be limited to such items as transfer of students between districts, class sizes, meeting the needs of students with learning disabilities, administering assessments, grading policies, qualification of teachers, continued staff development of teachers and administrators, and copyright laws. Issues will be identified at Technology Leadership Team meetings. The issues will then be discussed with appropriate solutions identified in a timely manner. Some changes that are made will be communicated through letters home, meetings, emails, or the district website. Other changes to policies may need to be adopted by the Board of Trustees. Program deficiencies identified by the Technology Leadership Team will be used to make modifications as necessary in the interest of successfully achieving project goals and satisfaction of all stakeholders. The project director will generate a final evaluation report of the successful implementation of the goals, objectives, and activities of the project.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Using Technology Lending Program (TLP) grant funds in the amount of \$98,540, Rochelle ISD will enhance the existing technology lending program that is in place by expanding the 6th–12th grade lending program by adding additional laptops to the program. TLP grant funds will purchase laptops, home Internet access, and insurance for the laptops. Specifically:

- \$64,140 -- 60 laptops will be purchased for 6th--12th grade students to use the laptops at school and at home to access digital electronic materials for project-based learning. Pricing includes carrying case and accidental damage to laptop.
- \$6,600 -- 3 carts will be purchased to charge laptops when not in use by students
- \$20,000 will pay for monthly Internet Access in the form of, WiFi or 3G/4G data plans so the students can access the Internet while at home.
- \$600 to purchase mobile hotspots for those students whose home can access WiFi or 3G/4G Internet
- \$7,200 will be used to purchase insurance for the laptops. The insurance coverage may include theft, fire, vandalism, damage from power surge/lightning and natural disasters.

All equipment purchased through the Technology Lending Program grant funds will be the property of Rochelle ISD

Using lessons learned from previous technology immersion projects, RISD developed a timeline to purchase the items on-time and within budget.

- Laptops will be ordered in October 2014 and be in the hands of the students for checkout in November 2014.
- By January 2014, productivity, communication, and presentation software including word processing, spreadsheet, presentation, Internet browsing and e-mail software will allow students to use technology as a tool for project-based learning.
- Spend 50% of the grant funds by February 1, 2015.
- Spend 100% of the grant funds by August 31, 2015

Rochelle will use Technology Lending Program funds to supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. In addition, no state or local funds may will be decreased or diverted for other purposes merely because of the availability of the Technology Lending Program funds. ALL program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rochelle ISD is not using funding through the Instructional Materials Allotment (IMA) to purchase lending equipment. Funds provided under the IMA are insufficient for Rochelle to purchase enough lending technology for every student who needs dedicated access to a device. Instead Rochelle ISD is using the Technology Lending Program to purchase lending equipment. In the past Rochelle ISD used Title 1 funds to purchase laptops for the 6th –12th grade lending project through the school library.

Though Rochelle is only using Technology Lending Program funds to purchase the 6th-12th grade lending equipment, it is important to note that Rochelle has a successful history of coordinating and maximizing their technology dollars from a variety of funding sources to better serve the needs of their teachers and students. The district will leverage funds from the Technology Lending Program grant, E-Rate, local tax revenues, Texas Technology Allotment, the Instructional Materials Allotment (IMA), Title I, Part A; Title II, Part A; and compensatory funds. It is these funds that are used to purchase technology infrastructure, technology components for classrooms, online curriculum, and diagnostic assessments. By leveraging these funds with the Technology Lending Program funds, Rochelle can put technology and digital content into the hands of students 24/7 for on-demand access to information to ensure that this technology lending program is an integral part of each students' own journey to academic success.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The goal of this project is to expand the small-scale technology lending program that is in place in grades 6-12 to ensure that all students, including economically disadvantaged students and students with disabilities have dedicated access to a personal technology device.

The lending program goal aligns with the existing goal of *fully engaging students in the learning in an effort to improve academic achievement in math and science and proficiency on the Technology TEKS*. Rochelle ISD firmly believes "success is a journey, not a destination" and this technology lending program can be an integral part of each students' own journey to academic success.

The RISD lending project specifically aligns with the goal of *fully engaging students in the learning in an effort to improve academic achievement in math and science and proficiency on the Technology TEKS* as the lending project will:

- Create a 21st Century Learning Environment using laptops, online digital instructional materials, electronic whiteboards and access to distance learning opportunities
- Target High-Need Students such as economically disadvantaged, at-risk, highly mobile students, and students with learning disabilities
- Extend Classroom Learning Into the Home for learning opportunities 24 hours a day, 7 days a week; to increase student interest, inquiry, analysis, collaboration, creativity, and content production; to reinforce math and science skills taught during the school day; to provide differentiated instruction as some students will need academic acceleration while other students will need remediation; and to build technology literacy as part of meeting grade-level Technology TEKS
- Integrate Innovative Project-Based Learning using text, graphics, images, sound and video as part of enrichment activities for individual learning, especially for those students with learning disabilities
- Improve Academic Performance using online digital curriculum aligned with State challenging standards as measured by benchmark assessments including the Technology Application TEKS and STAAR assessments.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rochelle ISD consists of one school, Rochelle School, which serves 182 students grades PreK-12. Because Rochelle ISD is a single-campus district there is only one campus eligible to participate.

Based upon large percentages of economically disadvantaged, at-risk, highly-mobile students and students with learning disabilities, the district is well aware that many students have limited opportunities to access technology once they are away from the school. The Technology Team also found compelling research stating that high school is a critical point in a young person's life and high school graduation launches the journey of pursuing higher education goals and future career paths, determining the course his or her life will take. If an interest for STEM-related curricula has not materialized by the time a student completes high school, the odds are high that they never will. Tomorrow's workforce will be dominated by STEM occupations- employment in science and math occupations will grow 70 percent faster than the overall growth for all occupations. (Bureau of Labor Statistics, 2012).

After analyzing all the data, the TLT determined that the 6-12th grade at Rochelle had the greatest need for an expanded lending project. Rochelle ISD will purchase 60 laptops for use in the classroom and available for check-out for home use. The laptops will be used to improve the academic areas of math and science. Since the high school campus already had enough laptops to loan to 40 students, the remaining 60 laptops could be purchased with grant funds. This would allow all 6-12th graders to have access to laptops anywhere/anytime. Furthermore, by integrating technology and digital tools into the 6-12th grade curricula will create classrooms and environments that spur student interest, especially in STEM areas.

As for residential access, Rochelle will purchase laptops equipped with WiFi, along with wireless routers, and a 3G/4G data plan so the students can use the laptops at home for anytime, anywhere extended learning. While at home students can drill, practice and reinforce the skills taught during the school day. They can also work on class assignments and project-based learning enrichment activities. If a student lives in a rural and remote area where AT&T's 3G/4G service is not accessible then the district will work directly with the students' and their parents on a case-by-case basis to determine the best way to provide the student with home access.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This RISD lending project was developed to align laptops with the existing technology-based instruction and online math and science digital curriculum that are in place. The RISD Board of Trustees have adopted Odysseyware, Study Island, and Istation as the online digital curriculum as tools to help students improve academic performance in math and science. Through the laptop lending program, the 6th–12th grade students will have access to this same curriculum that is used during the school day. Specifically, the lending program will extend classroom learning to the home to:

- Create a 21st century learning environment at home with an immersion of laptops, access to the Internet and online digital instructional materials.
- Offering new and extended-learning opportunities 24 hours a day, 7 days a week.

The lending program will also extend classroom instruction to the home where students:

- Can access innovative text, graphics, images, sound and video into the project-based enrichment lessons to provide individual instruction, especially for those students with learning disabilities.
- Have access to innovative teaching methods that will allow for great levels of student interest, inquiry, analysis, collaboration, creativity, and content production.
- Can use innovative technology-based teaching strategies to build technology literacy, and build background knowledge in the core curriculum areas of math and science.
- Use innovative technology-based teaching and learning strategies will provide differentiated instruction for diverse learners, some of who will need academic acceleration or remediation on a daily basis
- Can access innovative technology-based teaching and learning strategies are aligned with State challenging standards including the core curriculum TEKS, Technology Application TEKS and STAAR assessments.

The lending project, including the use of electronic instructional materials, is also aligned with and incorporated into the District approved 2013-14 Technology Plan on file with TEA.

Having a lending programs means that the classroom management policies and procedures also extend to the home. Rochelle firmly believes that all students should be prepared to be good citizens in digital environments, just as they are expected to be good citizens in the physical world. Students will receive instruction on the safe and proper way to use technology and on digital citizenship topics including internet safety, privacy & security, relationships & communication, cyberbullying, digital footprint & reputation, self-image & identity, information literacy, and creative credit & copyright.

Rochelle ISD School Board has approved a number of policies and procedures that are in place as part of the campus technology lending program. An Internet Policy and Acceptable Use (AU) Policy outline acceptable use of the Internet and handheld devices along with consequences for violating the policies. These policies also address classroom management with regards to the use of handheld devices and the Internet in the classroom. If a student uses their mobile device for purposes other than educational, they will lose check-out privileges. Students and their parents will be required to have a printed copy of all lending programs forms and will be required to sign the forms and acknowledge they understand the rules, procedures, and consequences for not following policies and procedures. Students will be disciplined for inappropriate home-use just as they would be disciplined at school.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Rochelle ISD has adopted the following digital content to be used during the timeframe of this grant and beyond for the following grade levels and foundation subject areas:

6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th grade	12 th Grade
Odysseyware math and science	Odysseyware math and science	Odysseyware math and science	Odysseyware math and science	Odysseyware math and science	Odysseyware math and science	Odysseyware math and science
Study Island math and science	Study Island math and science	Study Island math and science	Study Island math and science	Study Island math and science	Study Island math and science	Study Island math and science
Istation math	Istation math	Istation math				

The 6th –12 grade students will benefit from access to these online instructional resources. These online resources will be available in the classrooms, throughout the campus, and at home using the new laptops. The online curriculum will be integrated into the curricula and instruction by the teachers to address differentiated instruction needs for the diverse learners, some of who will need academic remediation, acceleration, extended learning and enrichment on a daily basis to build upon and expand knowledge in math and science in order to reach challenging academic standards.

Other technology components such as whiteboards will also be integrated into the curricula and instruction for the teacher to use for individualized instruction, specifically, the above-mentioned electronic instructional materials will be:

- Infused into classroom and home lessons and aligned to TEKS curriculum standards
- Include student assessment strategies that leverage technology components
- Use for teaching and learning across the core curriculum
- Used to support problem based learning in the classroom and at home
- Used to support the development of higher order thinking skills, multiple intelligences, differentiated instruction, and brain-based learning

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD's professional development framework is designed around the premise that educators must develop new learning environments that utilize technology as a flexible tool where learning is collaborative, interactive and customized for the individual learner; and educators must fully integrate the appropriate technology throughout all curriculum and instruction. The RISD teachers continually participate in high-quality, research-based professional development activities through Region 15 ESC that ensure the effective use of technology and digital content and full integration of technology and digital content across subject and grade levels and to further the implementation of the Technology Applications TEKS and the acquisition of SBEC Technology Application standards by all educators. All professional development activities are based on the dis-aggregation of data to determine the academic performance gaps of students.

The 6th – 12th grade teachers participating in the lending project have already participated in training on the digital Harcourt core basal along with the supplemental curriculum. Using laptops and the core and supplemental online curriculum, the teachers will possess the knowledge, skills and capacity to fully integrate advanced technologies into curricula and instruction and use those technologies on a daily basis to 1) create new learning environments, 2) access and retrieve Internet-based learning resources to develop curricula and instructional materials; 3) teach effectively in the online environment; and 4) lead to improvements in the classroom instruction in the core academic subjects that effectively prepare students to meet challenging State academic content standards including increasing student technology literacy and student academic standards.

It is important to note that teachers will continue to receive ongoing pedagogical support, coaching, mentoring, through one-on-one support and small cadres of teachers. All training conducted will be paid for with non-grant funds.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Having a robust technology infrastructure for teacher and student use is very important to Rochelle ISD. The district has put in place a strong technology infrastructure throughout the single-campus that includes a local area network with Cat 5 wiring, hubs, switches and routers. The Internet Service is delivered by the Internet Provider, which is part of the Region 15 Education Service Center. The entire campus including the library, common areas, classrooms and offices are Internet-ready through wired connections and numerous wireless access points (WiFi). This technology infrastructure gives the students the flexibility to use their laptops anywhere on campus to access the Internet and a wide-array of online information as well as the digital curriculum that has been adopted by RISD.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Leadership Team (Team) extensively investigated Internet access to students' homes by surveying parents and students as well as input from community and staff members. This initial assessment was conducted to determine how many students have Internet access at home. From the initial assessment the district determined that 30 students (25%) do not have Internet access including dial-up Internet access or DSL. However, a more thorough assessment will be conducted at the beginning of the 2013-14 school year.

RISD currently uses AT&T's 3G/4G plan as the Internet provider for those students who do not have Internet at home. Rochelle will continue to use AT&T for this project. If a student lives in a rural and remote area where AT&T's 3G/4G service is not accessible then the district will work directly with the students' and their parents on a case-by-case basis to determine the best way to provide the student with home access.

It's important to note that all laptops purchased for the lending program will be come equipped with the technology needed for on-demand access to the Internet through WiFi for access while at school and either, a dial-up modem, DSL or 3G/4G service while at home.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not only is technology in place, but a strong technical support system is in place as well. The 6th –12th grade students will receive infrastructure and technical support from the RISD Technology Director. He will be responsible for providing students with daily assistance on how to use, operate, and troubleshoot the laptop. He will ensure students are able to access online digital instructional materials and the Internet while at school and at home.

The technology director will also support the students' laptops with routine maintenance and software updates to ensure successful implementation of the lending program. In addition to supporting students' use of laptops, the technology director is also responsible for maintenance and support of the Internet and local area network, which includes wiring, switches, hubs and routers. This includes basic making software upgrades to the infrastructure, basic troubleshooting, replacing old and obsolete equipment, and planning for future upgrades and network expansion.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 160-904

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RISD developed a well thought-out and carefully-crafted management plan where the grant will be administered using existing staff and non-grant funds. Specifically,

Superintendent will have final oversight and decision-making over the program and will meet with the principal, technology director and business manager on a regular basis to ensure the project activities are occurring on-time, within-budget and according to fidelity.

Campus Principal will serve as the Project Manager and will conduct classroom observations and review lesson plans to ensure teachers are integrating the laptops, online curriculum and resources, and the Internet into the instructional process.

Technology Director will purchase Laptops, the data plan, and insurance on October 1, 2014 when the project period begins. He will organize the "6th –12th Grade Laptop Roll Out" by December 2014. He will ensure all digital instructional materials are accessible, and are interoperable with other technology components in the classroom and school. He will manage the local WiFi network, be responsible for accounting for all equipment, keep the equipment in good working condition, and provide the teachers and students with ongoing technical support.

Business Manager will be responsible for the financial management of the grant. She will maintain all financial according to local and TEA guidelines.

The check-out and check-in process will operate under the direction of the Technology Director. He will provide the school librarian with the form to document the students' name, the date of the check-out, the serial number of the laptop, and will have a place for the student to sign the form. The librarian will be responsible for assigning a student a laptop using the Laptop Checkout form.

The procedures for maintenance of the technology lending equipment are outlined in the RISD Internet, Acceptable Use and Technology Lending Agreement policy. Students are responsible for the general care of the laptop they have been issued. The user policy provides students and parents with guidelines for taking care of the equipment which is listed as 1) Taking Care of Your Laptop; 2) Carrying Laptops; 3) Screen Care for Your Laptop. Laptops that are broken or fail to work properly must be taken to the library. Loaner laptops may be issued to students when they leave their laptop for repair. The Technology Director will collect student laptops at the end of the year for maintenance, cleaning, and software installation.

Schedule #17—Responses to TEA Program Requirements (cont.)**For TEA Use Only**

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County-district number or vendor ID: 160-904	Amendment # (for amendments only):
TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Rochelle ISD has policies and procedures in place to inventory and account for each piece of technology equipment purchased. According to Rochelle ISD Board Policy (CMB Legal) the District conducts an annual physical inventory of all currently adopted instructional materials that have been requisitioned by and delivered to the District. The results of the inventory shall be recorded in the District's files. Reimbursement and/or replacement shall be made for all instructional materials determined to be lost.</p> <p>The accounting of the technology lending equipment will be entered into Rochelle's centralized asset management that typically accounts for all equipment in the district. Once the equipment is ordered and received, the Technology Director will assign a tracking number to each piece of equipment through a barcode system. The asset management system keeps a record of all technology equipment. The system also holds details of service schedules, maintenance records, and other information needed on each piece of equipment. The district believes that this is an efficient and effective way to keep track of when equipment need to be replaced, fixed, or maintained. In addition, it can be extremely valuable in case of an emergency.</p> <p>Using TLP funds, Rochelle will purchase insurance for all laptops. Rochelle understands that grant funds cannot be used to replace lost, stolen or damaged equipment.</p>	
TEA Program Requirement 11: Applicants must describe the development and implementation of a <i>Technology Lending Agreement</i> to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing <i>Responsible Use Policy</i> by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>The Rochelle ISD School Board of Trustees continually approves and updates policies and procedures as part of the campus technology lending program that is in place. The Internet Policy and Acceptable Use (AU) Policy outline acceptable use of the Internet and handheld devices along with consequences for violating the policies. These policies also require teachers to provide students with classroom opportunities to master the Digital Citizenship strand for their respective grade level.</p> <p>The RISD Technology Lending Agreement in place addresses:</p> <p><u>Responsible use and care of equipment;</u></p> <p><u>Responsible use of the district's digital resources; and</u></p> <p><u>Responsible use of the equipment and Internet while not at school.</u></p> <p>The lending agreement requires signatures of parents/guardians of each participating students and by the student participating in the program. The Lending Agreement has an assurance that students receiving Internet access at home have demonstrated grade-level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS).</p> <p>It is important to note the district considers home use of laptops and Internet access to be a privilege. If the district determines a student is using his/her laptop and Internet for purposes other than educational or outlined in the Internet Policy, Acceptable Use Policy or Technology Lending Agreement, the district reserves the right to prohibit the student from checking-out laptop. Implementation of the Technology Lending Agreement will be seamless. 6th—12th grade laptops be purchased as soon as possible after the grant award and will be distributed to students during a "Laptop Orientation." The Technology Director, will lead the mandatory "Laptop Orientation" for parents and students. The AUP and the Technology Lending Agreement will be explained in detail to parents in both English and Spanish. Parents and students must sign the Acceptable Use Policy as well as the Technology Lending Agreement before a student can check-out a laptop for extended learning at home.</p>	

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